

## RAFTING CREEK ELEMENTARY

4100 Hwy 261 North  
Rembert, SC 29128

**GRADES** PK-5 Elementary School

**ENROLLMENT** 234 Students

**PRINCIPAL** Ida Barboza 803-432-2994

**SUPERINTENDENT** J. Frank Baker 803-469-6900

**BOARD CHAIR** James Giffin 803-481-2147

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	70	47	2

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes

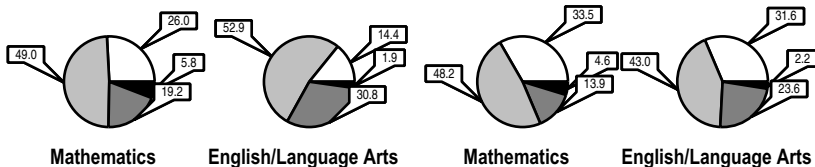
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	113	100.0	14.4	52.9	30.8	1.9	41.3	Yes	Yes
<b>Gender</b>									
Male	62	100.0	19.6	51.8	26.8	1.8	41.1		
Female	51	100.0	8.3	54.2	35.4	2.1	41.7		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	112	100.0	14.6	52.4	31.1	1.9	41.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	104	100.0	15.3	54.1	29.6	1.0	41.8		
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	113	100.0	14.4	52.9	30.8	1.9	41.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	113	100.0	14.4	52.9	30.8	1.9	41.3		
<b>Socio-Economic Status</b>									
Subsidized meals	100	100.0	14.3	54.9	29.7	1.1	40.7	Yes	Yes
Full-pay meals	13	100.0	15.4	38.5	38.5	7.7	46.2		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	113	100.0	26.0	49.0	19.2	5.8	41.3	Yes	Yes
<b>Gender</b>									
Male	62	100.0	25.0	55.4	12.5	7.1	39.3		
Female	51	100.0	27.1	41.7	27.1	4.2	43.8		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	112	100.0	26.2	48.5	19.4	5.8	40.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	104	100.0	27.6	48.0	18.4	6.1	40.8		
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	113	100.0	26.0	49.0	19.2	5.8	41.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	113	100.0	26.0	49.0	19.2	5.8	41.3		
<b>Socio-Economic Status</b>									
Subsidized meals	100	100.0	27.5	50.5	17.6	4.4	37.4	Yes	Yes
Full-pay meals	13	100.0	15.4	38.5	30.8	15.4	69.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	41	100.0	8.1	48.6	43.2	N/A	43.2
	<b>Grade 4</b>	39	100.0	23.5	61.8	14.7	N/A	14.7
	<b>Grade 5</b>	36	100.0	35.3	61.8	2.9	N/A	2.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	39	100.0	10.8	37.8	45.9	5.4	51.4
	<b>Grade 4</b>	40	100.0	23.1	51.3	25.6	N/A	25.6
	<b>Grade 5</b>	34	100.0	14.7	76.5	8.8	N/A	8.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	41	100.0	13.5	40.5	27.0	18.9	45.9
	<b>Grade 4</b>	39	100.0	32.4	41.2	23.5	2.9	26.5
	<b>Grade 5</b>	36	100.0	32.4	61.8	2.9	2.9	5.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	39	100.0	16.2	43.2	32.4	8.1	40.5
	<b>Grade 4</b>	40	100.0	28.2	56.4	10.3	5.1	15.4
	<b>Grade 5</b>	34	100.0	38.2	50.0	8.8	2.9	11.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 234)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	6.2%	Up from 0.7%	3.7%	2.7%
Attendance rate	96.2%	Down from 96.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%		5.3%	3.5%
Eligible for gifted and talented	6.6%	Up from 5.8%	5.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.8%	Down from 5.9%	8.0%	8.2%
Older than usual for grade	2.6%	Down from 3.2%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.4%	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	47.1%	Up from 35.0%	48.9%	51.4%
Continuing contract teachers	82.4%	Up from 80.0%	82.2%	87.5%
Highly qualified teachers**	100.0%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.0%	0.0%
Teachers returning from previous year	80.6%	Down from 82.7%	83.8%	86.7%
Teacher attendance rate	96.0%	Down from 96.7%	94.7%	94.9%
Average teacher salary	\$40,466	Up 7.6%	\$40,138	\$40,760
Prof. development days/teacher	10.3 days	Down from 10.4 days	13.5 days	12.4 days

School				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 17.5 to 1	17.2 to 1	18.9 to 1
Prime instructional time	91.3%	Down from 91.8%	89.2%	90.0%
Dollars spent per pupil*	\$6,195	Up 7.2%	\$6,663	\$6,044
Percent of expenditures for teacher salaries*	56.2%	Down from 56.9%	64.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The best interest of students is of paramount importance to the Rafting Creek Elementary School community. Rich learning experiences are provided in order to expand the rural horizons of our student body. High academic standards are at the heart of Rafting Creek. These standards establish the cornerstone of high expectations for staff, students, parents, business partners, and the Sumter community, and set forth what the students should know and be able to do to be involved, productive citizens in today's global society.

Our school motto, "You've got that Lions' Pride," brings unity to the overall school program and helps us focus on our mission. Strong learning principles, a comprehensive discipline program, and a strong character education curriculum espouse our mission. At Rafting Creek Elementary, we focus on literacy, mathematics, science, technology, and higher order thinking skills to present opportunities for our students to engage in exploration. A combination of these skills helps our students to better understand how the world works. Cooperative learning, problem solving, and the use of scientific methods serve as the core to challenge our Rafting Creek family to move beyond the ordinary.

Ida Barboza, Principal

Jennifer White, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	14	31	22
Percent satisfied with learning environment	84.6%	74.2%	66.7%
Percent satisfied with social and physical environment	92.3%	77.4%	70.0%
Percent satisfied with home-school relations	69.2%	87.1%	75.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.